

Assessing Language Learning Strategies in Enhancing Writing Skills among ESL Year 6 Primary School Pupils

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Abstract

The field of language education has seen a significant change, with a strong emphasis on the study of Language Learning Strategies (LLS). Research has shown that highly successful language learners utilise a variety of LLSs that differ from those used by less successful learners. Malaysian students, who are non-native speakers, encounter difficulties in developing their writing skills. It is essential for teachers to select the appropriate Language Learning Strategies (LLSs) to provide effective writing instruction. This will enable writing activities to be integrated into the curriculum and provide learners with an opportunity to achieve success. The aim of this study is to identify and evaluate the language learning strategies employed in writing by Year 6 ESL pupils from urban and rural primary schools. This study utilised a survey approach to gather data on the variety and effectiveness of writing styles utilised by a cohort of 50 pupils. The study aimed to ascertain the predominant ways utilised by participants in their writing tasks and assess the most effective and least effective strategies in enhancing their writing proficiency. The results demonstrate that pupils would rather practise writing words when they discover that the alphabet is different, ask someone to proofread and revise their work, and utilise words from their native tongue when they are at a loss for words. The least common strategies are writing in the language, using computer grammatical checks when writing, and using words from their native tongue with new endings. Educators are encouraged to be aware of the learning strategies for writing in order to provide the most effective way of teaching writing skills to create the utmost outcome for the pupils.

Keywords: Language Learning Strategies (LLS), Writing Skills, Primary Students, English as a Second Language (ESL)

Introduction

The significance of English proficiency has grown due to globalisation. Becoming proficient writers in the English language as a Second Language is like obtaining unlimited possibilities for self-expression and communication. Writing-specific language learning techniques can be the key to letting the imagination run wild and conveying thoughts with confidence and clarity. Otherwise, writing skills is essential since it can make students more prepared for college or employment, especially when taking English courses (Alfaki, 2015). In Malaysia, writing skills in the English language has been taught since primary education as it is an effective means of fostering the growth of vocabulary and grammar, which enhances this second language proficiency among students. However, Malaysian students' achievement in writing and linguistic skills are both still deteriorating (Razali, 2013). Azman, 2016 indicates that Malaysian students generally do poorly on English language exams, particularly in the writing component. In order to address the significance of writing for the students, teachers ought to motivate the pupils to opt for the right Language Learning Strategies (LLS).

A vast number of studies on foreign languages have focused on Language Learning Strategies (LLS). Many scholars have defined and emphasised the phrase "language learning strategy in different ways". In the mid-1970s, Rubin and Stern (1975) were among the pioneer researchers in the field of LLSs stating that learning strategies are techniques or devices which a learner can use to acquire knowledge (Griffiths (2004). It is important to emphasise that research on LLSs has spread so much that it has been demonstrated that more effective learners use different kinds of LLSs than less successful learners in a deliberate manner (Sabria, 2016). In order to connect learning strategies to the writing competence, Grenfell and Harris (1999) defined "writing strategies" as "conscious behaviour and techniques that can be taught and instructed in writing" (Grenfell & Alnufaie, 2012:410). In the primary classroom context, it is essential that teachers are aware of the learning strategies employed by the students when writing English texts and how these strategies affect the students' writing scores. As academic writing proficiency is acknowledged as one of the most important language skills for academic success, the students may use LLSs so that they can get better results in completing their writing task (Mutiatun, 2017).

Since using LLSs help students to develop writing competence, it is important to identify the right LLSs to be implied in the classroom in order to enhance effective learning. Liang mentioned in Gestanti (2017) that there are four factors that affect students' choices on their learning strategies such as situational factor (learning setting and task types); academic factor (academic major); learner factor (learner's thought, language learning styles, ages, gender, and students' motivation); and cultural background (nationality and ethnicity). Finding the students' chosen language learning style is essential for contributing to the study of LLS, mainly at the primary level. Hence, this study aims to identify the most commonly used LLSs in writing among Year 6 ESL primary pupils and to evaluate the effectiveness of different writing strategies on improving writing skills in Year 6 ESL primary pupils. Research questions are outlined in the form of questions as stated below:

1. What are the most frequently employed writing strategies by Year 6 ESL pupils in primary schools?
2. What are the least frequently employed writing strategies by Year 6 ESL pupils in primary schools?

Literature Review

Language Learning Strategies in ESL

Language learning strategies (LLS) are vital for learners who are acquiring English as a Second Language, as they play an integral part in developing language abilities. These tactics are diverse and have a substantial impact on how pupils acquire foreign languages. According to Thomas et al (2021), language learning strategies encompass the methods or techniques that learners employ to improve their language acquisition. These tactics are essential for engaging in independent learning and acquiring the necessary skills for effective communication. Moreover, Griffiths and Cansiz (2015) found out in their study that the utilisation of strategies is highly personalised and differs based on aspects such as the learner's history, context, and learning goals.

In a research conducted by Wahyuni (2016), she added that the strategies can be categorised into two main types: direct and indirect strategies. These can be further broken into specific categories such as cognitive, metacognitive, affective, and social strategies. Di Carlo (2017), in his research, found that cognitive strategies play a vital role in the process of encoding, storing, and retrieving information. These strategies encompass procedures such as classification, preparation, association, elaboration, and transfer practice. Mauri & Sansó (2018) stated that the understanding of language learning processes has developed, with more current definitions highlighting elements such as self-regulation, agency and autonomy. The emphasis on self-regulation, agency, and autonomy in language learning processes, as highlighted by Mauri & Sansó in 2018, marks a substantial advancement in the field of language education. By including more thorough psychological and cognitive elements that take into account a learner's uniqueness and the proactive strategies they use to govern their own learning, this contemporary viewpoint improves on the traditional viewpoints.

To summarise, having a thorough grasp of and effectively employing suitable language acquisition techniques can greatly improve the effectiveness of language learning in English as a Second Language (ESL) settings, especially among elementary school learners. It is important to customise these tactics based on the specific needs and circumstances of every learner in order to achieve the best possible learning results.

Successful Language Learners

Successful language learners possess adaptability in their learning strategies, allowing them to effectively utilise and transition between multiple approaches to their learning process. They commonly employ a blend of metacognitive, cognitive, and social methods to enhance their language acquisition processes (Hanafiah et al., 2021). Mulalić & Obralić (2017) explained that a strong association exists between the personality traits of individuals and their chosen strategies for learning a language. Personality traits such as being open to new experiences and being diligent have been associated with the utilisation of clear strategies that enhance the likelihood of achieving success in language learning.

Within the domain of language acquisition, achieving fluency involves not just acquiring vocabulary and grammar, but also the learner's capacity to introspect and regulate their own learning process. This reflective aspect of learning is grounded in metacognitive methods, such as planning, monitoring, and analysing one's own learning, which are commonly employed by language learners who achieve success. These strategies facilitate learners in effectively overseeing their learning experiences and adjusting their approaches as required (Nazri & Yunus, 2016). According to Griffiths and Cansiz (2015), a holistic approach to learning is commonly adopted by successful language learners. They integrate a number of strategies

to meet their own needs and learning environments. This technique involves the harmonisation of various types of strategies, namely metacognitive, emotive, and social, in order to establish an individualised learning trajectory that results in enhanced language proficiency. Houssami & Benattabou (2023) explains that successful learners typically demonstrate a high level of involvement with effective learning practices that are in line with their individual and educational objectives. These strategies often involve a combination of direct and indirect learning methods, which aim to develop both basic language abilities and overall linguistic proficiency.

Overall, the process of achieving language proficiency is a complex undertaking that requires more than mere memorization and practice. The distinguishing characteristic of skilled language learners is their ability to quickly adjust to new situations, willingly adopting a wide variety of strategies, and actively cultivating a diverse range of ways for learning. These individuals are notable for their skill in choosing and implementing various strategies that match their specific qualities and learning circumstances. Additionally, they are dedicated to constantly evaluating and improving their learning methods. Their ability to adapt and actively engage in strategic planning is crucial for their ultimate success in acquiring a new language. This observation highlights the significance of having metacognitive awareness and adaptability as essential elements in the quest for language proficiency. It serves as a vital reminder that learning a language goes beyond mere memorization and involves a purposeful, thoughtful, and ever-changing approach.

Writing Skills in Primary School ESL Classrooms

Proficient writing abilities are essential for achieving academic achievement and fostering comprehensive language growth in primary school pupils who are acquiring English as a Second Language (ESL). Mastering these abilities can be challenging, particularly when pupils are simultaneously learning the English language. This is supported by Ghulamuddin et al (2021) as they stated that primary ESL learners frequently have challenges in writing, primarily stemming from their restricted vocabulary, spelling difficulties and the influence of their first language (L1) on their writing. Che Awang et al (2021) in their study found out that a significant percentage of English as a Second Language (ESL) learners possess limited proficiency in the skill of writing. This underscores the need for specialised instruction that prioritises sentence structure, grammar, and punctuation to improve their skills in narrative writing. Bhowmik (2023) said that the issue of contention among educators centres around whether writing instruction should prioritise the acquisition of writing abilities or utilise writing as a tool to facilitate language development. By combining both techniques, a holistic education can be attained that fosters all aspects of language acquisition.

Teaching English as a Second Language (ESL) has distinct difficulties, particularly in the realm of cultivating writing proficiency. Fareed et al (2016) examine the obstacles encountered by Pakistani ESL learners in the domain of writing, such as linguistic inadequacies and apprehension about writing. The study also provides recommendations for surmounting these obstacles, such as enhanced repetition and modifications in instructional approach. Writing, in contrast to other language abilities, requires not only a profound comprehension of syntax and vocabulary but also the capacity to express concepts in a clear and analytical manner. Effective pedagogical strategies for ESL writing training can be improved by adopting a variety of teaching styles, including the use of digital resources, providing structured feedback, and integrating both outcome-focused and process-focused approaches. These strategies improve both the technical elements of writing and the learners' ability to use

writing as a means for critical thinking (Ramamuthie & Abdul Aziz, 2022). In his article, Bhowmik (2023) explores the delicate equilibrium that teachers must strike between utilising writing as a means to enhance language proficiency and instructing it as a fundamental literacy competency. This research proposes the use of a combination of Systemic Functional Linguistics (SFL)-informed teaching methods that incorporate both learning-to-write (LW) and writing-to-learn-language (WLL) tactics in the basic ESL classroom. In their 2022 systematic review, Bhowmik and Kim examine many pedagogical approaches and classroom practices often used in K-12 ESL writing education. These include genre-based activities and the integration of digital resources, which effectively address both language development and literacy abilities. In the field of ESL, Toçi (2015) has highlighted the significance of creativity in writing, acknowledging the difficulties encountered by both students and teachers. The research emphasises the significance of feedback in the creative writing process, proposing that it enables teachers to comprehend students' writing intents and difficulties, therefore enhancing learning results.

In conclusion, the journey toward mastering ESL writing is significantly enriched by the incorporation of varied and innovative pedagogical strategies. By embracing digital resources, structured feedback, and a balanced focus on both the process and outcomes of writing, educators can offer a more dynamic and effective learning experience. These strategies not only enhance the technical aspects of writing but also empower learners to harness writing as a powerful tool for critical thinking. As we reflect on the improvements in ESL writing training, it becomes evident that the adaptability and diversity of teaching methods are not just beneficial but essential for fostering linguistic proficiency and cognitive development in learners. Ultimately, the success of ESL writing instruction lies in its ability to evolve with the changing needs of students, equipping them with the skills to communicate effectively and think critically in a globalised world.

Language Learning Strategies in Improving Writing Skills

Language Learning Strategies (LLS) are crucial for improving writing skills in ESL (English as a Second Language) learners. These strategies are essential for achieving academic achievement and for acquiring language skills in a wider context. The emphasis on LLS underscores a vital aspect in education that entails self-control and strategizing to cultivate learning efficacy and enhance written communication proficiency.

Recent academic research offers strong data that demonstrates the efficacy of Language Learning Strategies (LLS) in English as a Second Language (ESL) setting. A recent study conducted in 2021 by Nor Azah Sarip@Khalid et al. highlights the need of employing metacognitive methods, such as planning and self-regulation, among Form 4 learners in order to improve their English writing abilities. In a similar vein, the study conducted by Zakaria et al (2019) showed that the utilisation of cognitive and planning techniques has a substantial positive impact on reading abilities, which in turn correlates with enhanced writing proficiency. Moreover, a study conducted by Khalilii et al (2015) demonstrates that employing a combination of writing techniques, such as brainstorming and peer reviews, significantly enhances the results of writing. Yusuf et al (2019) made an important discovery that Cooperative Learning (CL) strategies improve the writing skills of ninth graders by using interactive and collaborative learning methods.

The comprehensive investigation of Language Learning Strategies (LLS) clearly demonstrates their pivotal function in augmenting writing proficiency among ESL learners. Strategies incorporating metacognitive components like planning and self-regulation, together with cooperative learning techniques emphasising interaction and teamwork, are crucial. These approaches enhance both the technical parts of writing and the cognitive and emotional growth of learners. By implementing these comprehensive learning techniques, educators can equip ESL learners with crucial resources for linguistic mastery and personal academic development, highlighting the strategies' significance in the learners' entire educational progress.

Methodology

Research Design

This study employed a quantitative approach and utilised a survey research methodology. Quantitative research, as defined by Creswell (2017), is a method of investigation that involves gathering numerical data and using statistical techniques to analyse it in order to elucidate the events under investigation. This research method has the potential to accomplish the objectives of the study, which involve determining the most prevalent language learning techniques used by Year 6 students to enhance their writing proficiency in the English language. The questionnaire consisted of three components, all focused on language acquisition approaches related to the ability of writing. The construction of the questionnaire was based on Cohen and Oxford's Young Learners Language Strategy Use Survey (YLLSUS), which was published in 1995. This survey was conducted in the English language. This survey was designed in the English language. The survey was conducted by the researchers, who are also their English teachers, in their respective classes.

Population

This study was carried out in metropolitan areas, specifically in the national elementary schools located in Kuala Lumpur and Melaka, Malaysia. The primary objective of this study was to examine Year 6 pupils in upper primary schools. The classrooms consist of mixed-ability pupils. English is primarily taught as a second language in schools, alongside the pupils' mother tongues of Malay, Mandarin, and Tamil. This population was selected based on the fact that it includes pupils who are directly associated with the researchers conducting the study.

Respondents

This study included a group of 50 learners, all of whom were 12 years old. The respondents were selected using a suitable sampling method. The samples were selected based on the pupils' availability, with the researcher having convenient access to the intended individuals.

Instrument

For this study, a questionnaire was distributed to specifically chosen Year 6 pupils from schools in Kuala Lumpur and Melaka. The questionnaire was developed based on Cohen and Oxford's (1995) Young Learners' Language Strategy Use Survey (YLLSUS). The selection of this version was based on the use of brief, precise, and easily comprehensible sentences and phrases, catering to those at the beginner and low intermediate levels of learning (Dawi et al., 2021). The focus of the skill being emphasised was writing skill. To assess this, a set of 16 concise questionnaire items were employed, specifically tailored to measure writing ability.

These items were adapted from the Young Learners' Language Strategy Use Survey developed by Cohen and Oxford in 1995.

The questionnaire comprised three sections. There were sixteen writing skill statements assigned to these categories. Subsequently, the instrument was submitted to two experts for validation. Both individuals serve as the heads of the English department in two separate primary schools. Both experts provided identical input indicating that the instrument was meticulously designed and prepared for utilisation.

Subsequently, the questionnaire was converted into a Google Form. Since the study was carried out in multiple schools, Google Forms may be simply distributed to various locations without any physical obstacles (Mondal et al., 2019). In addition, Rohmah et al (2018) stated that youngsters who are already comfortable with utilising electronic devices find the digital format of Google Forms to be more captivating. Implementing this can enhance the rate at which responses are received and improve the accuracy and reliability of the obtained data. Furthermore, the participants were born in the year 2012. As per Jha (2020), generation Alpha comprises children who were born from 2010 onwards. This generation is characterised by their extensive engagement with digital technology from an early age, setting them apart from prior generations. Susanti (2023) has provided support for the notion that generation Alpha is highly dependent on digital technologies for communication, entertainment, and education. They are familiar with utilising smartphones and other digital gadgets in their daily activities, which could influence their interactions and behaviours in the physical world. Hence, employing Google Form is highly appropriate for conducting this investigation.

Data Collection Method

Based on the total number of participants in the study, the researcher conducted the survey with the respondents. Given that the participants were primary school pupils with different language skills, the researchers closely reviewed the questionnaire items with the pupils to verify their understanding of each statement. The survey completion process was subsequently monitored to ensure the accurate response to the survey.

Data Analysis

The numerical data from the questionnaire was then compiled and examined using the Statistical Package for the Social Science (SPSS Ver. 27). In order to assess the preferred language learning methods for writing skills among pupils, this study utilised descriptive statistics to measure the research objectives. The results were presented in the form of percentages and the frequency of scores. The results were subsequently presented in a tabular form, clarified, and discussed in the findings section.

Findings and Discussion

The following section presents the findings of the study.

Table 1

Frequency of What I Do to Write More

		What I do to write more			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	If the alphabet is different, I practice writing it.	13	26.0	26.0	26.0
	I take class notes in the language.	11	22.0	22.0	48.0
	I write other notes in the language.	12	24.0	24.0	72.0
	I write letters to other people in the language.	10	20.0	20.0	92.0
	I write papers in the language.	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table 1 shows the choices of the 50 pupils in which they will do in order to write more. The results indicate that 13 (26%) of the pupils prefer practising writing the words when they notice that the alphabet is different. There are 12 (24%) of the pupils that prefer to write other notes in the language to support them to write more. 11 (22%) of the pupils prefer to take notes in the languages. On the other hand, 10 (20%) of the pupils write letters to other people in the language to write more in English. Only 4 (8%) of the pupils think that writing papers in the language will help them write more.

Table 2

Frequency of What I Do to Write Better

		What I do to write better			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I plan what I am going to write	4	8.0	8.0	8.0
	I use a dictionary or glossary.	5	10.0	10.0	18.0
	I read what I wrote to see if it is good.	8	16.0	16.0	34.0
	I ask someone to correct my writing.	10	20.0	20.0	54.0
	I rewrite what I wrote to make it better	10	20.0	20.0	74.0
	I use the spell checker on the computer.	9	18.0	18.0	92.0
	I use the grammar checker on the computer.	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table 2 shows the results of what pupils will do to write better. The results show that 20% of the pupils prefer to ask someone to correct their writing and rewrite what they wrote to make it better, respectively. 9 (18%) of them use spell checkers on the computer. 8 (16%) of them read what they wrote to see if it is good. 5(10%) of the pupils make use of a dictionary or glossary to help them write better. 4(8%) of the pupils' plan what they are going to write and use grammar checks on the computer respectively.

Table 3

Frequency of What I do if I Cannot Think of a Word or Phrase I Want to Write

What I do if I cannot think of a word or phrase I want to write.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I ask someone for the word or phrase I need.	17	34.0	34.0	34.0
	I try to say it a different way.	8	16.0	16.0	50.0
	I use words from my own language.	21	42.0	42.0	92.0
	I use words from my own language but add new endings to those words.	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table 3 reveals the results of what the pupils do if they cannot think of a word or phrase they want to write. It shows a drastic indication that 21 (42%) of the pupils use words from their own language if they can't think of a word or phrase. Next, 17 (34%) of the pupils ask someone for a word or phrase they need. On the other hand, 8 (16%) of them try to say it a different way while 4 (8%) of them use words from their own language but add new endings to those words.

Research Question 1: What are the most frequently employed writing strategies by Year 6 ESL pupils in primary schools?

Based on the data analysis, the highest frequency when the pupils do to write more is to practise writing the words when they notice that the alphabet is different. It is evident that practice plays a crucial role in developing writing skills among ESL Year 6 primary pupils. In addition to practicing writing the words, it is important for educators to incorporate (Baixin & Luan, 2023). Next, the highest choices to write better by the participants are by asking someone to correct their writing and rewrite what they wrote to make it better. Moreover, it is crucial to provide explicit instruction on language learning strategies that are specifically tailored to improve writing abilities (Tiranda et al., 2023). In the What I do if I Cannot Think of a Word or Phrase I Want to Write Part, pupils use words from their own language if they can't think of a word or phrase. pupils use words from their own language if they can't think of a word or phrase. Additionally, encouraging pupils to utilise words or phrases from their native language when they encounter difficulties in expression can also be an effective language learning strategy to support their writing development. Furthermore, providing opportunities for collaborative writing activities in the learners' Zone of Proximal Development can enhance their writing skills. As the literature review suggests, there are several potential avenues for

improvement in language learning strategies and writing development among ESL Year 6 primary pupils. Teachers should consider incorporating collaborative writing activities and providing opportunities for learners to utilise their home languages when faced with challenges in expressing themselves. By implementing these effective interventions and strategies, teachers can support the development of writing skills among ESL Year 6 primary pupils and help them become more confident and successful writers in their second language (Xu et al., 2023). The literature review has provided valuable insights into the existing ESL educational practices, language learning strategies, and writing development among Year 6 primary pupils. It is evident that practice, explicit instruction, and the incorporation of collaborative writing activities are essential components in enhancing writing skills among ESL learners. By understanding the strengths and weaknesses of current strategies and interventions, educators can effectively support the language learning journey of Year 6 primary pupils. Moving forward, it is crucial for teachers to implement the identified interventions and strategies to facilitate the development of writing abilities, ultimately empowering young ESL learners to become proficient and confident writers in their second language.

Research Question 2: What are the least frequently employed writing strategies by Year 6 ESL pupils in primary schools?

Based on the data collected, it was found that the least number of pupils believe that writing papers in the language will help them improve their writing skills. Additionally, a low percentage of pupils reported actively thinking about their writing and using grammar checks on the computer (Kardena et al., 2020). Furthermore, a minimal number of pupils admitted to incorporating words from their own language and modifying them with new endings. Upon further examination of the data, it became evident that the majority of the ESL Year 6 primary pupils lacked confidence in the effectiveness of writing in the language to enhance their writing abilities. This insight sheds light on the potential disconnect between the perceived value of utilising the target language in their writing and their actual learning outcomes. Additionally, the findings underscore the need for a more comprehensive approach to encourage critical thinking and self-reflection during the writing process, as well as integrating effective grammar check tools to support their language development (Sethuraman & Radhakrishnan, 2020). Hence, once identified the least interesting learning strategies, teachers need to be aware of the pupils' choice and preference and choose the most appropriate writing strategies for pupils. Moreover, the minimal use of words from their own language with modified endings suggests a limited willingness to integrate their native language into their writing, potentially reflecting a preference for adhering strictly to the conventions of the target language. This aspect could be further explored to understand the underlying motivations and challenges faced by the pupils in embracing language diversity and fluency in their written expression. As this study delves into the language learning strategies among ESL learners, exploring these nuances in pupils' attitudes and practices will provide valuable insights for educators to tailor instructional approaches that effectively support and engage learners in developing their writing skills (Hidayah, 2020)

Implications and Conclusion

The study's conclusions provide important light on the Language Learning Strategies (LLS) Year 6 ESL students in Malaysian primary schools use, with a particular emphasis on writing abilities. It is important for educators and policymakers to comprehend the efficacy of these

tactics in order to enhance the English language competency of non-native speakers. We now go over the findings' ramifications and offer suggestions for further study and instructional strategies. The most often used approach among Year 6 ESL students, according to the survey, is practice writing words, particularly when faced with variations in alphabets. This emphasises how crucial it is to provide kids with lots of opportunities to write in English. To help pupils improve their writing abilities through practice, teachers should provide regular writing assignments in the curriculum. Another often employed tactic was to ask someone to proofread and revise one's work for improvement. This demonstrates how important peer review and criticism are to the writing process. To help students improve their writing, teachers should promote peer cooperation and offer advice on how to give constructive criticism. The results show that in order to improve their writing, students frequently turn to outside resources like dictionaries, glossaries, and spell checkers. Teachers may help students improve precise and fluent written expression by utilising technology by including these resources in writing assignments. When students are stuck for English words or phrases, a sizable percentage of them turn to vocabulary from their native tongue. Although this could help with communication, it also shows that English vocabulary has to be developed. By focusing on individualised instruction and exposing students to a variety of linguistic settings, teachers can increase their students' vocabulary in English. The study emphasises how cultural context affects language acquisition techniques. To create inclusive learning settings, it is essential to acknowledge the cultural identities and language origins of students. Teachers ought to implement culturally sensitive teaching strategies that value and respect the varied language backgrounds of their pupils.

In summary, this study clarifies the Language Learning Strategies used by Year 6 ESL students in Malaysian primary schools, especially with regard to the development of writing abilities. The results highlight how crucial it is to use focused teaching strategies to help students improve their writing abilities. Teachers can create interventions suited to the various learning demands of ESL students by determining the most efficient tactics and addressing problem areas. Going forward, more investigation is necessary to examine the long-term impacts of various language learning techniques on students' writing ability. Long-term research that monitors students' development over time can offer more detailed insights into the efficacy of different teaching strategies. Furthermore, qualitative research techniques like observations and interviews can provide detailed insights into the variables influencing students' strategy choices as well as their experiences learning languages. Ultimately, teachers can help Year 6 ESL students become confident and proficient writers in the English language, improving their academic success and future opportunities, by creating a supportive learning environment and providing them with useful language learning strategies.

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